



**Kia Takatū ā-Matihiko**  
Digital Readiness



## Rauemi Pūkau | Resource Toolkit

Your concept:

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Curriculum Level

Technology Nature of Technology

Technology Technological Knowledge

Technology Technological Practice

Technology Computational thinking for digital technologies

Technology Designing and developing digital outcomes

BROUGHT TO YOU BY



**MINISTRY OF EDUCATION**  
TE TĀHUHU O TE MĀTAURANGA



## Concept

Concepts support developing rich opportunities for learning for all ākonga (students). They provide a basis for ākonga to actively engage as part of their wider community and to apply their learning in authentic contexts.

**Your concept:**

## Context

As part of developing your [local curriculum](#), select a context that supports you to engage with your ākonga and the wider community to identify authentic questions, issues and opportunities that matter to them. Consider the impact that ākonga may be able to have on the wider community by engaging with your chosen context.

**Your context:**

## Technology Achievement Objectives

At this level teachers will be leading the learning of students to:

## Teaching and Learning

Students come to understand technology as an intervening force in the world and learn that technological developments are inevitably influenced by (and influence) historical, social, and cultural events.

There are two components in this strand: [characteristics of technology](#) and [characteristics of technological outcomes](#):

## Possible Learning Activities:

## Technology Achievement Objectives

At this level teachers will be leading the learning of students to:

## Teaching and Learning

Students come to understand key concepts that underpin all technological development and the resulting technological outcomes.

There are three components in this strand: [technological modelling](#), [technological products](#), and [technological systems](#):

## Possible Learning Activities:

## Technology Achievement Objectives

At this level teachers will be leading the learning of students to:

## Teaching and Learning

Students are given opportunities to engage in their own technological practice and to reflect on the practice of others.

There are three components in this strand: [Planning for practice](#), [Brief development](#), and [Outcome development and evaluation](#):

## Possible Learning Activities:

# Computational thinking for digital technologies

## Progress Outcome

At this level teachers will be leading the learning of students to:

## Teaching and Learning

Students express problems and formulate solutions in ways that means a computer (an information processing agent) can be used to solve them.

In this area, students develop algorithmic thinking skills and an understanding of the computer science principles that underpin all digital technologies. They become aware of what is and isn't possible with computing, allowing them to make judgments and informed decisions as citizens of the digital world.

## Possible Learning Activities:

# Designing and developing digital outcomes

## Progress Outcome

At this level teachers will be leading the learning of students to:

## Teaching and Learning

Students understand that digital applications and systems are created for humans by humans. They develop increasingly sophisticated understandings and skills for designing and producing quality, fit-for-purpose, digital outcomes. They develop their understanding of the technologies people need in order to locate, analyse, evaluate and present digital information efficiently, effectively and ethically.

## Possible Learning Activities: